



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

NOTES.

PROGRAM OF THE CLASSICAL CONFERENCE OF THE MICHIGAN
SCHOOLMASTERS' CLUB, YPSILANTI, MARCH 31—APRIL 1,
1904.

1. "How Is the Classical Course to Be Made More Attractive to High-School Students?" Miss Clara Allison, Hastings. The discussion will be led by Professor J. C. Kirtland, Jr., Phillips Exeter Academy; Miss Belle Donaldson, Detroit Central High School; Principal Charles S. Jacobs, Ypsilanti; Miss Mary F. Camp, Hastings.
2. "Latin Begun with Short Studies." Professor James G. Sutphen, Hope College, Michigan.
3. "Latin and Greek in the High Schools of Wisconsin." Professor Edward W. Clark, Ripon College, Wisconsin.
4. "The Fourth Book of the *Æneid*." Principal F. B. Pearson, East High School, Columbus, O.
5. "Sight Reading in Our Secondary Schools." Principal Daniel W. Lothman, East High School, Cleveland, O.
6. (a) "The Vision and the Visions of Lucretius;" (b) "The Latin Case-ending *-ae*—Why Did It Not Become *i*?" Professor John W. Beach, Mount Morris, Ill.
7. "The Provincial Concilia." Professor Walter D. Hadzits, Wittenberg College, Springfield, O.
8. "Excavations at Delphi" (illustrated). Professor Martin L. D'Ooge, University of Michigan.
9. "Who Invented Latin Shorthand?" Professor Henry A. Sanders, University of Michigan.
10. "The Latest Excavations in the Roman Forum" (illustrated). Professor Samuel Ball Platner, Western Reserve University, Cleveland, O.
11. "The Metamorphosis as a Literary Form." Miss Mary R. Whitman, Beaver College, Pennsylvania.
12. "Dramatic Representations in Juvenal's Time." Miss Mary L. Miner, East High School, Detroit.
13. "Some Notes on the Application of the Doctrine of Evolution to Paleography." Professor Frank F. Abbott, University of Chicago.
14. "Some Greek Grave Inscriptions." Professor John W. Mecklin, Washington and Jefferson College, Pennsylvania.
15. "Meter or Rhythm, Which?" Professor H. W. Magoun, University of South Dakota.
16. "Parallels to the Sixth Book of the *Æneid*." Mr. Archibald W. Smalley, Lewis Institute, Chicago.

17. "The Origin and Significance of the Three Styles in Ancient Rhetoric." Professor G. L. Hendrickson, University of Chicago.
18. "Notes on Plutarchean Ethics." Professor George D. Hadzits, University of Cincinnati.
19. "The Value of Comparative Linguistics to the Classical Student." Dr. Clarence L. Meader, University of Michigan.

On Friday evening, April 1, Professor Thomas D. Seymour, of Yale University, will give an illustrated lecture on "Archæological Explorations and Excavations in Greek Lands."

VON HOLST.

A MAN, though a specialist!

The number of spades used in the cultivation of the soil of France just before the revolution did not exhaust his interest in life. He brought from his historical studies an illumination which shed its rays on all the social and political struggles of his own time. He did not peer furtively and impotently at the world over a bulwark of bibliographies and card catalogues. Czar Alexander of Russia felt his influence. So did Boss Tweed of New York. So did the grand duke of Baden. So did Mr. Debs of the American Railway Union. So did Governor Altgeld. So did President Cleveland.

It was a pamphlet on Russian misgovernment that drove him, sick and famished, to America. In America the fight against Tweed filled his feeble body with fire. On his return to Europe his tireless excavations in state archives did not prevent him from becoming a member of the upper house of the Baden Landtag, and ultimately a member of the privy council. When, after refusing offers from Johns Hopkins University and from Clark University, he was haled to the University of Chicago, his voice rose in keen, penetrating tones against the lawlessness that was Debs and the complaisance that was Altgeld. In 1898 his mistaken but unmistakable patriotism led him to attack President Cleveland's Venezuelan policy. He was an original anti-expansionist, and stood steadfast amid the thinning ranks. And, meanwhile, he was pursuing those researches which made his constitutional history of this country one of the greatest intellectual achievements of his generation. Could a life be filled much fuller? Could there be a more effective rebuke to the specialists who can't see through French pre-revolutionary spades to the life around them?

In Europe he had seen expansion and tyranny combined. He refused to believe that they could be separated. He had developed an infatuation for the particular kind of freedom which the Germany of his youth needed. No other kind of freedom seemed to him possible.

In his prejudices, however, as in his convictions, he was always a "peer among his peers." Impoverished, sharing a New York tenement room with three laborers, he had a prescriptive right to the one rickety chair which the

room afforded. This was not a unique experience with him. He always was given the chair wherever he was. His stupendous weight of character required it.—*Chicago Tribune.*

SALARIES OF TEACHERS.

WORK PLANNED BY A COMMITTEE OF THE NATIONAL EDUCATIONAL ASSOCIATION.

At the July meeting of the National Educational Association in Boston the teachers of New York city petitioned the executive Council to investigate and report upon the salary, tenure, and pension systems of teachers. The Council appointed a committee for this purpose, consisting of Carroll D. Wright, United States Commissioner of Labor; Professor Joshua R. Giddings, economist, Columbia University, New York city; Miss Anna Tolman Smith, compiler and specialist on European school systems, United States Bureau of Education, Washington; Miss Catharine Goggin, financial secretary of the Teachers' Federation, Chicago; Edwin G. Cooley, superintendent of schools, Chicago; R. H. Halsey, president of the Wisconsin State Normal School, Oshkosh; and William McAndrew, principal of the Girls' Technical High School, New York.

This committee is making tables of all the salaries paid to men and women in every grade from kindergarten to superintendency in all American cities of 8,000 inhabitants and upward, in typical communities of less than 8,000 in every state, and a similar statement for twenty-five rural schools in every state.

IMPORTANT ANNOUNCEMENT

Now Ready, a New Edition of

Gide's Principles of Political Economy

Translated by C. W. A. VEDITZ

Cloth

729 pages

Price, \$2.00

BELLES-LETTRES

A series of books intended to furnish in an attractive edition all the most important works in English literature, from the beginning to the present. The complete series will contain between 200 and 300 volumes.

The first two books to appear are

Jonson's Eastward Hoe and The Alchemist

Edited by F. E. SCHELLING, Litt. D., University of Penn.

and

Goldsmith's Good-Natur'd Man and She Stoops to Conquer

Edited by AUSTIN DOBSON, LL.D. (Edinburgh)

Handsomely printed and bound.

Price, per volume, 60 cents

Correspondence invited.

D. C. HEATH & CO., Publishers

BOSTON

NEW YORK

CHICAGO

LONDON

To accompany these tables the committee desires to furnish schedules of the purchasing power of money in typical localities; so that the taxpayers, for instance, in Great Falls, Mont., where living is high, may make an intelligent comparison of their teachers' wages with those of Ypsilanti, Mich., where food, clothing, and rents are cheaper. In the past ten years living expenses have gone up from 30 to 50 per cent. The salaries of teachers have gone up about 6 per cent., so that our teachers are actually working at from 24 to 40 per cent. less money than heretofore. The claim is made that public-school education cannot hold its own with civilization, unless the teacher, who is the real educational factor, is enabled to keep herself in a condition to render good service.

A second investigation of the committee has to do with the steadiness of the teachers' salary funds. In most localities it is not distinct from the general educational expenses—buildings, sites, coal, apparatus, and books. Ambitious schemes to erect fine buildings result in poorer education, because there is not enough money left to employ good teachers, or to enable good teachers to do proper work. Some localities have guarded against this defect by fixing minimum salaries by statute. Below these monthly amounts for each teacher's wages the local authorities are not permitted to go. Some communities have secured salary funds by setting aside a certain percentage of the value of assessable property to be devoted exclusively to the payment of teachers. If this amount is in excess of needs, the balance must be returned to the treasury to reduce taxation. Writers on educational subjects are now urging the necessity of expending money on personal teaching, rather

TWO NEW LATIN GRAMMARS

ALLEN AND GREENOUGH'S NEW LATIN GRAMMAR

FOR HIGHER SCHOOLS AND COLLEGES

By J. B. GREENOUGH, Late Professor of Latin in Harvard University; GEORGE LYMAN KITREDGE, Professor of English in Harvard University; A. A. HOWARD, Professor of Latin in Harvard University; and BENJAMIN L. D'OOGHE, Professor of Latin in the Michigan State Normal College.

THIS well-known Latin grammar, although in a new form, still remains the Allen and Greenough Grammar in scope and in general plan. But the work has been revised in every detail to bring it into harmony with the latest results of scholarship the world over.

A LATIN GRAMMAR

FOR SCHOOLS AND COLLEGES

By WILLIAM GARDNER HALE, Professor of Latin, and CARL DARLING BUCK, Professor of Comparative Philology in the University of Chicago.

THIS new Latin Grammar is the work of specialists and embodies the results of many years of independent study in their respective fields. It is essentially a working text-book adapted to the needs of high-school and college students.

In subject-matter, in arrangement, and even in its convenient and attractive mechanical form, this grammar will repay the careful scrutiny of all teachers of Latin.

GINN & COMPANY, Publishers

Address, 378-388 Wabash Avenue, Chicago, Ill.

THE senior class at Barnard, in its choice of elective courses this year, seems to be responding to the modern ideals of education with great readiness. Instead of showing a liking for Latin and French, as the senior class did only five years ago, it shows a great preference for courses in philosophy and psychology. The attendance on the courses in English language and literature is enormous. There are a great many more seniors in the science classes than in the classes of foreign languages, and there are more students choosing modern foreign languages than those taking Latin and Greek. The education classes open to Barnard seniors are well attended. In the special methods courses offered to them at Teachers College, the class in English is the most popular.

The First Year of Latin

By W. B. GUNNISON, Ph.D., Principal of Erasmus Hall High School, Brooklyn, N.Y., and
W. S. HARLEY, A.M., Instructor in Latin, Erasmus Hall High School. 328 pp. \$1.00

- | | | |
|------------------------------|---|---|
| The Grammar | { | The presentation of grammatical principles and paradigms is unusually satisfactory. It is one of the few Latin books which lay proper stress upon details which are of real help to the student.— <i>School Journal, New York.</i> |
| Definitions | { | The definitions are sharp, pointed, and clear; the rules models of good English.— <i>Lowell M. McAfee, Park College, Mo.</i> |
| Review | { | The strong features are the accuracy of its statements, the clearness of its presentation of the various topics; the topical reviews and the review vocabularies.— <i>Charles N. Cole, Professor of Latin, Oberlin College, Ohio.</i> |
| Vocabulary | { | Its rich and abundant material for a vocabulary to fit the young student to grapple successfully with the Commentaries, distinguishes this book in value. — <i>E. S. Clark, Superintendent of Schools, Nevada, Mo.</i> |
| Translation | { | I find your book nearest the goal in regard to the vocabulary it builds up, which is distinctly Cæsarean, and because it gives connected narrative in translation and in prose.— <i>Henry C. Calhoun, DeKalb, Ill.</i> |
| Preparation for Cæsar | { | I have as yet found no work that contains such a full vocabulary to Cæsar as this work does. A pupil will be well prepared for Cæsar when he has mastered this book.— <i>Titus F. Steltz, Principal, Green Lane, Pa.</i> |

SILVER, BURDETT & COMPANY
New York Boston Chicago

THAT there is much to be done before white illiteracy in the southern states can be reduced to a more desirable percentage, says the Macon, Ga., *Telegraph*, may be seen from the following statement of the per cent. of illiteracy of both races taken from the federal census of 1900:

	White.	Colored.
Alabama - - - - -	14.2	59.5
Arkansas - - - - -	10.8	44.8
Florida - - - - -	8.0	39.4
Georgia - - - - -	12.1	56.3
Louisiana - - - - -	20.3	61.2
Mississippi - - - - -	8.3	53.2
North Carolina - - - - -	19.0	53.1
South Carolina - - - - -	12.6	54.7
Tennessee - - - - -	14.5	47.6
Virginia - - - - -	12.5	52.5

Mississippi recently made a liberal appropriation for popular education, although it already has the smallest per cent. of illiteracy among the whites, and the negro majority in the state is in the neighborhood of 70,000. It might be thought that the small percentage of illiteracy among the whites in a "black state" such as Mississippi is due to the fact that in such a state the white employer class is relatively larger and the white laboring class relatively smaller than in other states. But the figures for South Carolina, another black state, show a larger percentage of white illiteracy than is found in Virginia, Georgia, Florida or Arkansas, all of which have considerable white majorities. Great interest in education would therefore seem to be the main cause of Mississippi's enviably low percentage of white illiteracy.

AMERICAN LITERATURE

By ALPHONSO G. NEWCOMER, Associate Professor of English,
Leland Stanford Junior University

1. The book itself is a contribution to American literature. Its study, therefore, cultivates an appreciation of and a love for pure literature.
2. Its judgments are sound and independent. The author has not gone to current criticism for his opinions, but has reached his conclusions and stated them in an attractive and forceful style.
3. It has the point of view of the historian as well as the *litterateur*. It cultivates, even in young pupils, the sense of time and place and the influences of both upon literary productions.
4. Its treatment is such as to stimulate the appetite for reading good books, a service for young people that can hardly be overestimated.
5. The author has kept before him constantly the idea of relations and proportion. A background for the few prominent names is supplied in the brief treatment of a larger number of authors.

Seven groups of portraits.

364 pages.

Cloth, with side stamp, \$1.00

SCOTT, FORESMAN & COMPANY

377-378 WABASH AVE.

CHICAGO

156 FIFTH AVE.

NEW YORK CITY